

University of Wales

Trinity Saint David

All means All – Module 3

ECES5006

Chloe Howell (2316517)

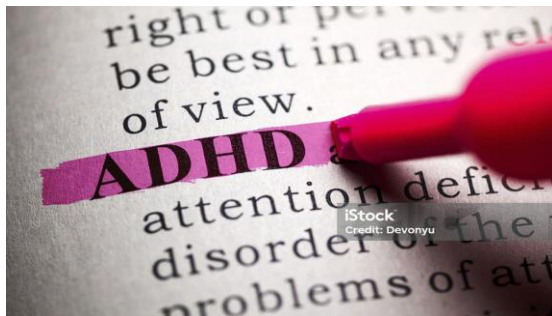
I acknowledge the use of Microsoft Copilot on 07.01.25 to help me support a structure for my assignment and used prompts such as:

- 1) How to structure a practitioner's guide on supporting children with ADHD in a classroom.
- 2) Another word for...

I confirm that I have not presented AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

A Practitioners Guide to fostering inclusion for learners with ADHD within a primary school setting.

(Devonvu. 2014)



As an educator, it is important to create an inclusive and safe environment for all learners, including those with ADHD. This guide sets out to provide all teaching staff with valuable strategies and knowledge to support you in reaching that goal. Attention deficit hyperactivity disorder (ADHD) as described by National

Institute of Mental Health (2024) is a developmental disorder which can frequently begin in childhood and continue into adulthood. The symptoms of ADHD include inattention which can cause difficulties focusing and keeping up with tasks and effects being organized. Another symptom is hyperactivity, which includes constantly moving around and feeling restless which can happen commonly during inappropriate times and talking excessively. Lastly, more symptoms include impulsivity, which means interrupting and intruding on others or having trouble awaiting their turn. 'ADHD can impact 10% of children aged 3-17 years of age' as found by Bray (2023) which proves that almost 1 in every 10 children within this age bracket are affected with ADHD and as a practitioner working closely with children within this age group it also highlights the importance of the awareness and support in addressing their learning and needs.

A brief History on ADHD

ADHD has been greatly misunderstood over the years, often seen as a behavioral issue due to the lack of research and understanding. However, as research has evolved and there is a clearer understanding of ADHD it is now recognized as a medical condition. Research from Innes (2021) shows that during the early 1900's, George Fredrick Still was a very influential pediatrician who made important contributions that helped shape our understanding on childhood diseases. He was one of the first to recognize and describe ADHD which he named as 'moral defect' at that time as it was not yet fully defined. He closely observed children who displayed behaviors that were difficult to understand at the time. During these observations he noted that these children acted impulsively, such as talking over others and acting out without considering the consequences. He also observed that they struggled with inattention, which he witnessed having difficulty focusing for an extended period of time and staying engaged during tasks. Still also noticed that the children showed more intense emotional reactions, often being emotionally unstable. Still also picked up on behaviors such as spitefulness and dishonesty as well as the tendency to act on personal feelings rather than adhering to social norms or rules and also identified challenges with self-control. Still also investigated how the moral defect might develop in children. He suggested that it could result from a developmental failure from birth or from the loss of previously established moral control due to an event later in life such as a physical injury. His work and findings played a key role in laying the foundations of understanding ADHD (Innes, 2021). Following on from Stills' work in 1932 physicians Franz Kramer and Hans Pollnow described 'hyperkinetic disease of infancy' a condition resembling modern ADHD. They noted that children with this disorder displayed restlessness, impulsivity, distractibility, and difficulty focusing although their cases did not show any sleep disturbances or bodily symptoms. The children's behaviors were highly active, mood swings and struggled with social and academic tasks. Their work closely aligns with today's understanding of ADHD as they highlight hyperactivity, impulsivity and inattention as key symptoms. In 1994 the diagnostic and statistical manual of mental disorders (DSM-IV) helped

define ADHD more clearly by breaking it down into three section types such as inattentive, hyperactive-impulsive and combined type. This made the diagnosis more structured than before and provided a clearer way to identify and diagnose it (Lange et al., 2010). The awareness and recognition of ADHD has increased significantly over the years and in recent years statistics found by NIHR (2024) 35,877 had an ADHD diagnosis and ADHD diagnoses increased 20 times which tells us that it has been more widely recognized and acknowledged as a condition that requires attention and treatment.

Case Study Insights: Understanding ADHD in Children.

This section of the guide will provide valuable insights and real-world examples of children diagnosed with ADHD, highlighting the various implications and challenges they face in everyday situations. These examples will look at common behaviors and difficulties such as attention deficits, impulsivity, emotional regulation issues and social challenges giving all teaching staff a clearer picture of what to expect when working closely with children diagnosed with ADHD.



(AleksandarGeorgiev, 2022)

Case Study 1 – Jack

Jack is a 7-year-old male grade 1 student from Toronto who lives with his parents. He is an only child and both parents have advanced degrees. Jack's family history does include extended family with ADHD, mental health concerns as well as academic excellence. Jack is a very bright and outgoing, caring young boy who enjoys spending time with friends and taking part in physical activities such as swimming, running and skating. He is socially active and frequently is asked to play dates and birthday parties but is noted that for his age he struggles with basic skills such as being unable to write his last name, doesn't know his home address or phone number and only recognizes a small number of very basic words. Jack interacts well with his peers his age, but his parents note that he is easily influenced by others. They also note that he often gets upset when he is ignored, and his teacher adds that he has shown behaviors of attention seeking and often acts socially immature. Jack's difficulty with attention and focus makes him unable to sit and focus on tasks and he needs to be constantly reminded of the task he is on. Both his parents and teacher note that Jack is restless and often displays impulsive behaviors such as interrupting others, shouting out answers and struggles to recognize these behaviors. Jack also struggles with his sleep and often finds himself waking up in the middle of the night and unable to fall back asleep and can sometimes be awake for up to an hour and a half. At home Jack's mother addresses the behaviors in which Jack displays which include struggling to follow a routine and remembering instructions. His teacher notes that Jack is easily frustrated and emotionally impulsive as he has had several behavioral concerns or hitting, crying outbursts and inappropriate behavior. Jack has also had concerns of lying, aggression and disruptive behavior was noted from age 4 (The College of Family Physicians of Canada, 2016).

The case study presented above by The College of Family Physicians of Canada (2016) highlights many implications and challenges that Jack may face due to his ADHD symptoms. As mentioned above Jack struggles with his attention and focus making it difficult for him to maintain attention, staying still and keeping up with tasks in class which can have a huge impact on Jack's academic performance and success as found by Morrison and Vorhaus (2012) children who struggle with attention problems are shown to be predicted with lower academic achievements

at all ages. Another implication that Jack may have difficulties with is forming and maintaining friendships with his peers as noted above that he enjoys socializing with peers but with his socially immature behavior and his impulsivity this can affect his interaction with others as they may not understand his behaviors and could cause a lot of conflict, exclusions and loss of friendships. According to Normand, Schneider and Philippe Robaey (2007) who also discusses that children with ADHD may show impulsive behaviors, such as temper outbursts which can make it difficult to form friends and may reduce their friend's enjoyment of spending time with them. They may also struggle to follow rules of games and disregard their playmates preferences when it comes to activities.



(baona, 2017)

Case Study 2 – Luke

Luke is a six-year-old boy who occasionally gets into trouble at school which results in his mother being contacted by the school multiple times a week for incidents of fighting, kicking, and running in the hallways. He gets easily distracted and struggles to keep up with his work. At home he has difficulty sitting still and frequently falls while climbing trees and requires constant reminders to clean up his toys. He disrupts his peers but can focus when given one on one attention. His father was a bright underachiever with past legal issues. After observing Luke's behavior, his school referred him to a GP where he displayed hyperactivity and was diagnosed with ADHD after an assessment. The family choose to opt out of giving medication and choose to go through psychological intervention instead, which is less effective for severe ADHD cases. Lukes parents were guided to accept some of his behaviors such as noisemaking as long as they're safe. They

now use time outs for aggressive behavior and encourage a calmer approach like verbal expression over physical aggression. At school, Luke works better with a classroom assistant, receives tasks one at a time, and is moved to the front of the of the class for closer supervision. Through parental training, Luke's parents now feel more confident in helping him, and he is becoming a happier and more settled child. They may revisit medication if needed as he grows (Clinical Partners, 2018).

Luke's story about his ADHD discussed by Clinical Partners (2018) shows some of the significant challenges in his behavior, academic success and safety. His impulsive behaviors such as fighting, kicking and running in the hallways caused frequent contact between the parents and the school and his difficulty self-regulating and his habit to disrupt others has caused challenges when forming stable friendships and taking part in group activities. Luke's hyperactivity is another challenge he may face as he has a tendency to take risks and is unable to keep still so he is constantly on the go for example, climbing trees and frequently falling makes it difficult to ensure his safety and maintain routine home activities. Before Luke's diagnosis he faced numerous challenges due to being misunderstood as both his home and school lacked a clear understanding of ADHD. This lack of awareness made it difficult for his parents and teachers to interpret his behaviors accurately. His impulsive actions, hyperactivity and difficulty focusing were all symptoms of ADHD and without recognizing that his actions were misjudged as intentional mischief or lack of effort which led to Luke not receiving the support that he needed. Once he received his diagnosis and his parents gained an understanding and guidance understanding his behaviors both at home and school implemented effective strategies to support Luke's needs. As noted by McKenna et al. (2023) who discussed that the lack of understanding on ADHD can delay a child's development and outcomes as the child is not provided with the support they need and not having that support can delay a diagnosis, treatments which limits that child's potential.

ADHD within the classroom

ADHD affects the brain and the way in which it develops and functions which can affect learning. Although ADHD is not categorized as a learning disability it is still recognized to impact learning as the brain plays a vital role in the learning process and ADHD can have an impact on this. One of the main symptoms of ADHD is the struggle with attention and focus which can significantly impact a child's ability to learn in a classroom, making it difficult for them to concentrate on tasks and retain information and follow instructions. This may cause them to miss instructions or tasks that are given by becoming distracted by their surroundings or thoughts which can cause them to fall behind on their learning or miss out on tasks. Another struggle of ADHD symptoms within a classroom would be their impulsivity which can cause them to interrupt or talk over others within the classroom at inappropriate times and due to reduced self-awareness, they may also bump into others and objects causing disruptions. Hyperactivity as a symptom can be challenging in a classroom setting as a child with ADHD can struggle with sitting still, especially for long periods of time which often leads to fidgeting. Being organized and having time management skills can also impact a child with ADHD in a classroom as this is another struggle to complete tasks on time and the ability to organize information presented to them in verbal or written forms leading to uncompleted work and lack of understanding. A full school day includes many changes and transitions and might not always stick to the same structure. This can be challenging for individuals with ADHD, as their struggle to focus may make it difficult for them to adjust quickly and smoothly to change. Due to some of these issues highlighted above, being in a structured classroom environment can be very challenging for a child with ADHD. This often requires additional support and understanding from all teaching staff who work closely with individuals with ADHD to help them reach their full potential (Bray, 2023).

Effective Strategies and Approaches for supporting children with ADHD

This section will provide a range of tips and best practice strategies aimed at supporting children with ADHD in the classroom. The focus will be on creating a safe and inclusive learning environment tailored to the specific needs of these children. By implementing these strategies all teaching staff will be able to foster a positive atmosphere that supports the development, learning and overall, wellbeing of children with ADHD.

Effective communication is essential for supporting children with ADHD and as all children with ADHD may not communicate in the same way and you will need to consider what communication method works for the child you are supporting. For example, it is important to get their attention before speaking such as eye contact, gestures or visual prompts to get their full attention before providing instructions or speaking to them keeping in mind that some children may not be comfortable with eye contact. Ensure to speak clearly and when giving instructions it is important to be direct and straightforward so that the child can easily understand the task at hand. These instructions may need to be repeated at the start of each new task to reinforce understanding and to keep them focused and ensure their understanding you can write the task on a board or provide written reminders. Shorten big tasks by breaking them down into smaller ones by given step by step written and verbal instructions with visual support such as pictures, other approaches include giving the learner chances to respond by using step by step activities and offering choices. It is important to always check their understanding before moving on to the next task which some students will show you by either repeating the task back to you or answering questions. Hands on activities are highly engaging for learners with ADHD and by incorporating pictures, videos, slides, objects or demonstrations along with direct instruction can help explain tasks more effectively (NSW Government, 2024).

The primary symptoms of ADHD are hyperactivity and impulsivity which makes it difficult for children to stay focused and sit for long periods of time and can significantly impact their learning. As a result, it can be very challenging for all teaching staff to meet the needs of these learners within a classroom environment. As highlighted in an article found by Mulrine, Prater and Jenkins (2008), teachers face numerous difficulties in their daily effort to support a diverse group of learners including those with ADHD. The article brings attention to the benefits of active learning and the benefits physical exercise has on children with ADHD and how it helps with concentration and provides an outlet for managing impulsivity. Creating a classroom environment that encourages movement throughout the day and introducing it into their daily routine such as during lessons, transitions and through specialized games for outdoor play or indoor activities. This approach can lead to reduced behavioral problems within the classroom and enhance learners' ability to focus on instruction which will lead to better learning outcomes for those children.

Staying organized is another difficulty children with ADHD face and they can sometimes struggle with change of routines and transitions which can all result in outbursts if the child is unaware of these changes. Structure and the structure of the classroom environment and routine is vital for a child with ADHD to feel comfortable and organized. Examples of effective practice for this would be providing them with a timetable of their daily routine so they are aware of what is expected throughout the day and keep this stuck to their desk, so they are constantly reminded of what is happening at what time, break down their tasks into a little checklist for them so they can check off each part once they completed and understand the task provided and ensure that tasks are given into small

(Sensory Direct , 2024)



sections rather than all at once.

The layout of the classroom is also an essential tool that can help minimize distractions, provide clear structure and improve overall learning experiences. Examples of effectively implementing this include thinking about the seating arrangements and depending on the certain needs of the child you are supporting as some children with ADHD can benefit from sitting close to the front of the classroom and closer to the teacher away from any distractions such as windows, doors or other peers which can help them maintain focus of the teacher and task that is presented and limiting that child becoming easily distracted or providing them with a workstation usually their own individual working space in a quiet part of the classroom to create a distraction free and quiet space for them to concentrate better on their tasks ADHD Foundation (2018).

The research findings from the Welsh Government (2015) discuss many frameworks for interventions in educational settings and divide them into five categories. The use of a reward and punishment system is a structured way of reinforcing positive behaviors and discouraging negative ones which can consist of reward charts, stickers or a daily report card that can keep up with the learner's progress which can be shared with parents. The skills training and self-management approach focusses on helping learners with ADHD to manage their

behavior, emotions and thoughts in different situations. It includes teaching academic skills, improving motivation or using methods such as biofeedback which allows learners to track their heart rate and control their impulses and stay focused which will help them gain self-control not only in school but in everyday life. Creative based therapies and physical therapies are also other effective approaches in managing ADHD symptoms, for example, music and drama-based activities or physical activities such as sensory circuits.

Behavioural challenges can present significant difficulties for all teaching staff, as they often require extra time and attention which can not only affect the individual but can also lead to distractions for the rest of the class. Once this disruption takes place it can affect the flow of the classroom and can also create barriers to the teachers delivery of the material, delay progress and reduce overall productivity so it is a crucial task for all teaching staff to effectively manage classroom behaviors and limit distractions to ensure a positive and productive learning environment for all learners. Some interventions and effective strategies to support behavioral challenges within the classroom include positive reinforcement which is a highly effective tool when managing ADHD. It consists of offering praises and a reward system to encourage good behavior or achievements which can motivate that child to then repeat those positive behaviors. This approach is specifically beneficial to children with ADHD who face a lot of criticism due to their symptoms by highlighting what they are doing well instead of focusing on their mistakes they are more likely to respond back in positive ways. It can help boost that child's self-esteem and confidence making them more motivated to engage and continue to display positive behaviors. Some examples of positive reinforcement strategies include verbal praises by recognizing certain actions and achievements such as completing a task on time and giving them verbal encouragement. Reward systems are fun and engaging for children to take ownership of their progress and behavior by using charts which they can design themselves or a point system where children earn rewards for achieving small tasks throughout the day in which they will be able to reward themselves with a sticker on the chart to earn points towards a larger reward. Offering special privileges, for example extra outdoor play or playing with their

favorite toys or activities for meeting specific goals like a week of completed homework. Having a positive relationship with home is vital in routine and structure for these strategies to work effectively by sending positive notes or messages home from school highlighting good behaviors or academic achievements. It can be implemented both in school and at home as parents can also hand out rewards for doing tasks at home or completing homework. The key to ensure this is implemented effectively is consistency as rewards help the child connect positive behavior to something they value making it more likely for them to repeat it. It is important to keep in mind that the rewards you provide need to be realistic and within the child's interests as it will make it more meaningful and effective for that child (admingeorge, 2024).

Conclusion

In conclusion, ADHD is defined as a condition that often starts in childhood and can continue into adulthood. Its symptoms include difficulty focusing, keeping organized, being overly active, restless and talking excessively. ADHD also causes difficulty with impulsivity like interrupting others and not waiting their turn. Creating an inclusive and supportive environment for children with ADHD is key to their success. By understanding ADHD and its impact on learning and behavior, educators can provide the right support. This guide has aimed to support all teaching staff by providing effective strategies and support while working with children with ADHD. As the awareness of ADHD grows it is essential that educators continue to adapt and meet each child's needs, with the right support children with ADHD can thrive and reach their full potential in a safe and structured environment. ADHD affects a child's academic progress and development as it causes difficulty focusing, following instructions and sitting still which may have an impact on lessons, trouble finishing tasks or cause disruptions in class. A structured classroom with understanding teaching staff can support these children to succeed. Effective strategies for supporting children with ADHD include clear instructions, breaking tasks into smaller steps to help them stay on

track. Physical movement, a structured routine and reward systems can help manage behavior and encourage good actions. Classroom layout is very important too when minimizing distractions and helping the learner focus better.

Consistency and rewards that interest the child can help them stay motivated and support academic success. It is crucial to all teaching staff working closely with children with ADHD to develop a deeper understanding on ADHD and the impact it has on behavior and learning and you remain adaptable, ensuring that the individual needs of each child are met and with the right strategies, support and structured environment you can provide children with ADHD with the tools they need to succeed academically and also socially, this will help their development not only in school but in their home environment, everyday life activities and overall development.

Reference list

ADHD Foundation (2018). *Teaching and managing students with ADHD: Systems, strategies solutions*. [online] Available at: <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/Teaching-and-Managing-Students-with-ADHD.pdf>.

admingeorge (2024). *Behavioural Support Strategies for Managing ADHD in Children*. [online] Therapy Partners. Available at: <https://therapypartners.com.au/blog/behavioural-support-strategies-for-managing-adhd-in-children/>.

AleksandarGeorgiev (2022). <https://www.istockphoto.com/photo/eye-rubbing-to-eliminate-sore-eyes-after-trying-to-write-homework-with-myopia-by-gm1413802718-462749615?searchscope=image%2Cfilm>. iStock.

baona (2017). *Young boy screaming expression on white background stock photo*. iStock.

Bray, C. (2023). *How Does ADHD Affect Learning*. [online] Forbrain. Available at: <https://www.forbrain.com/adhd-learning/> [Accessed 7 Jan. 2025].

Clinical Partners (2018). *Childhood ADHD – Luke’s story*. [online] Clinical Partners. Available at: <https://www.clinical-partners.co.uk/insights-and-news/child-and-teen-adhd/childhood-adhd-lukes-story> [Accessed 13 Jan. 2025].

Devonyu (2014). *Fake Dictionary, definition of the word ADHD*. iStock.

Innes, H. (2021). *George Frederic Still (1868–1941) | The Embryo Project Encyclopedia*. [online] embryo.asu.edu. Available at: <https://embryo.asu.edu/pages/george-frederic-still-1868-1941> [Accessed 10 Jan. 2025].

Lange, K.W., Reichl, S., Lange, K.M., Tucha, L. and Tucha, O. (2010). The history of attention deficit hyperactivity disorder. *ADHD Attention Deficit and Hyperactivity Disorders*, [online] 2(4), pp.241–255. doi:<https://doi.org/10.1007/s12402-010-0045-8>.

McKenna, K., Dona, Gold, L., Dew, A. and Ha (2023). Barriers and Enablers of Service Access and Utilization for Children and Adolescents With Attention Deficit Hyperactivity Disorder: A Systematic Review. *Journal of Attention Disorders*.
doi:<https://doi.org/10.1177/10870547231214002>.

Morrison, L. and Vorhaus, J. (2012). *The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes* Childhood Wellbeing Research Centre. [online] Available at: <https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf> [Accessed 12 Jan. 2025].

Mulrine, C.F., Prater, M.A. and Jenkins, A. (2008). The Active Classroom: Supporting Students with Attention Deficit Hyperactivity Disorder through Exercise. *TEACHING Exceptional Children*, 40(5), pp.16–22. doi:<https://doi.org/10.1177/004005990804000502>.

National Institute of Mental Health (2024). *Attention-Deficit/Hyperactivity disorder*. [online] www.nimh.nih.gov. Available at: <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd> [Accessed 7 Jan. 2025].

NiHR (2024). *Significant rise in ADHD diagnoses in the UK*. [online] [Nihr.ac.uk](http://nihr.ac.uk). Available at: <https://www.nihr.ac.uk/news/significant-rise-adhd-diagnoses-uk>.

Normand, S., Schneider, B.H. and Philippe Robaey (2007). Attention-Deficit/Hyperactivity Disorder and the Challenges of Close Friendship. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, [online] 16(2), p.67. Available at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC2242648/> [Accessed 12 Jan. 2025].

NSW Government (2024). *Evidence-based strategies for ADHD*. [online] education.nsw.gov.au. Available at: <https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/primary-resources/understanding-disability/adhd/evidence-based-strategies> [Accessed 15 Jan. 2025].

Sensory Direct (2024). *pop up screen* . *Sensory Direct* .

The College of Family Physicians of Canada (2016). *Case Study 1 -Jack*. [online] Available at: https://fmf.cfpc.ca/wp-content/uploads/2016/11/S133451_Best-Practices-for-ADHD-Across-the-Lifespan.pdf.

Welsh Government (2015). *A Rapid Evidence Assessment of the Effectiveness of Educational Interventions to Support Children and Young People with Attention Deficit Hyperactivity Disorder*. [online] Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2019-06/180515-assessment-effectiveness-educational-interventions-support-children-attention-deficit-hyperactivity-disorder-en.pdf> [Accessed 15 Jan. 2025].